

# Summary of K12 Finance Policy Analyses

Prepared for  
Washington Learns

March 13, 2006

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# 1. Overview of Research

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- **Two approaches to school finance adequacy or basic education**
  - **Successful District**
  - **Evidence-Based**
- **Studies of school/district uses of resources**
- **Redesigned teacher compensation structure**
- **Focus is programmatic and fiscal requirements to teach the all or almost all Washington students to a rigorous performance standard or higher**

## 2. Successful District Approach

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- **Establish criteria and benchmarks for success**
- **Identify districts meeting criteria**
- **Estimate the average per pupil costs in those districts**
  - Little variation in per pupil expenditures
- **Consider adjustments**
  - District and student characteristics
  - Outlier districts

# Criteria for Determining Success

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- **Academic (total 11 criteria per year)**
  - **Percent proficient on WASL**
    - Math, Reading and Reading/writing
    - Grades 4, 7 & 10
  - **Learning growth index**
    - (WASL math and reading (2003-2006))
  - **Achievement gap**
    - (WASL math and reading (2003-2006))
- **Non-Academic (1 criterion per year)**
  - On-time graduation rate
- **Total of 36 criteria were analyzed**

# Analyses

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- **Analyzed districts meeting 36, 33, 30, 27, and 24 of the criteria**
- **District Subgroups**
  - **Quartiles of free and reduced-price lunch**
  - **District locale**
- **Compared district performance to both 2004-05 and 2007-08 benchmarks**

## Districts Excluded from Study

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- **Districts that do not serve grades K-12**
- **Districts with fewer than 100 students**
- **Districts serving fewer than 10 students in a majority of subgroups**
- **This excludes:**
  - **63 of 296 districts (21%)**
  - **9,800 of 1.02 million students (1%)**

# Final Sample of Districts

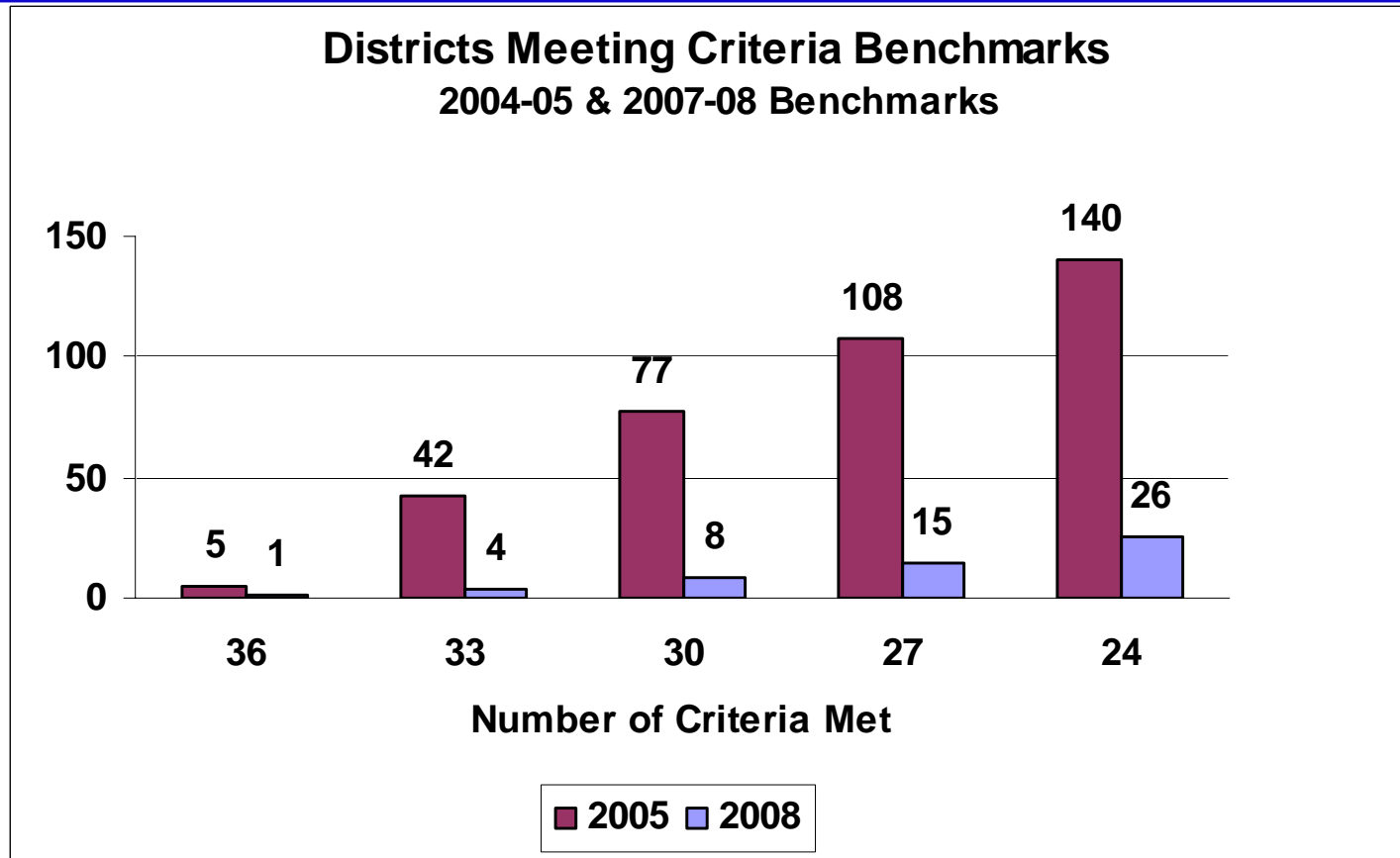
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- **233 districts serving grades K-12**
  - 946,059 or 99% of students
- **Free & reduced price lunch quartiles**
  - Q1 = less than 26.3%, Q2 = 26.3%-39.6%, Q3 = 39.6%-52.9%, Q4 greater than 52.9%
- **Locale**
  - Urban – 21 districts
  - Suburban/Urban Fringe – 72 districts
  - Non-Urban City/Town – 27 districts
  - Rural – 113 districts

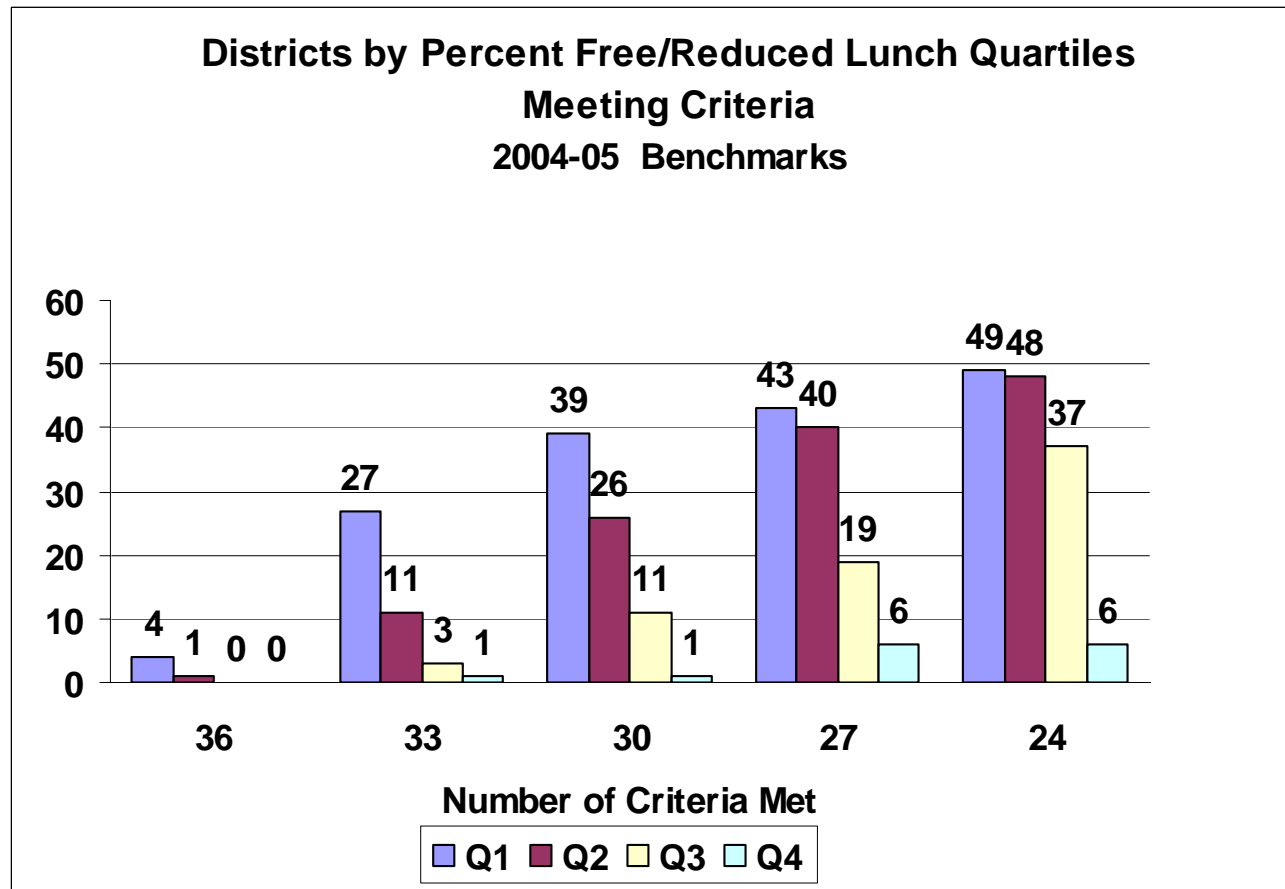


# Performance on Benchmarks

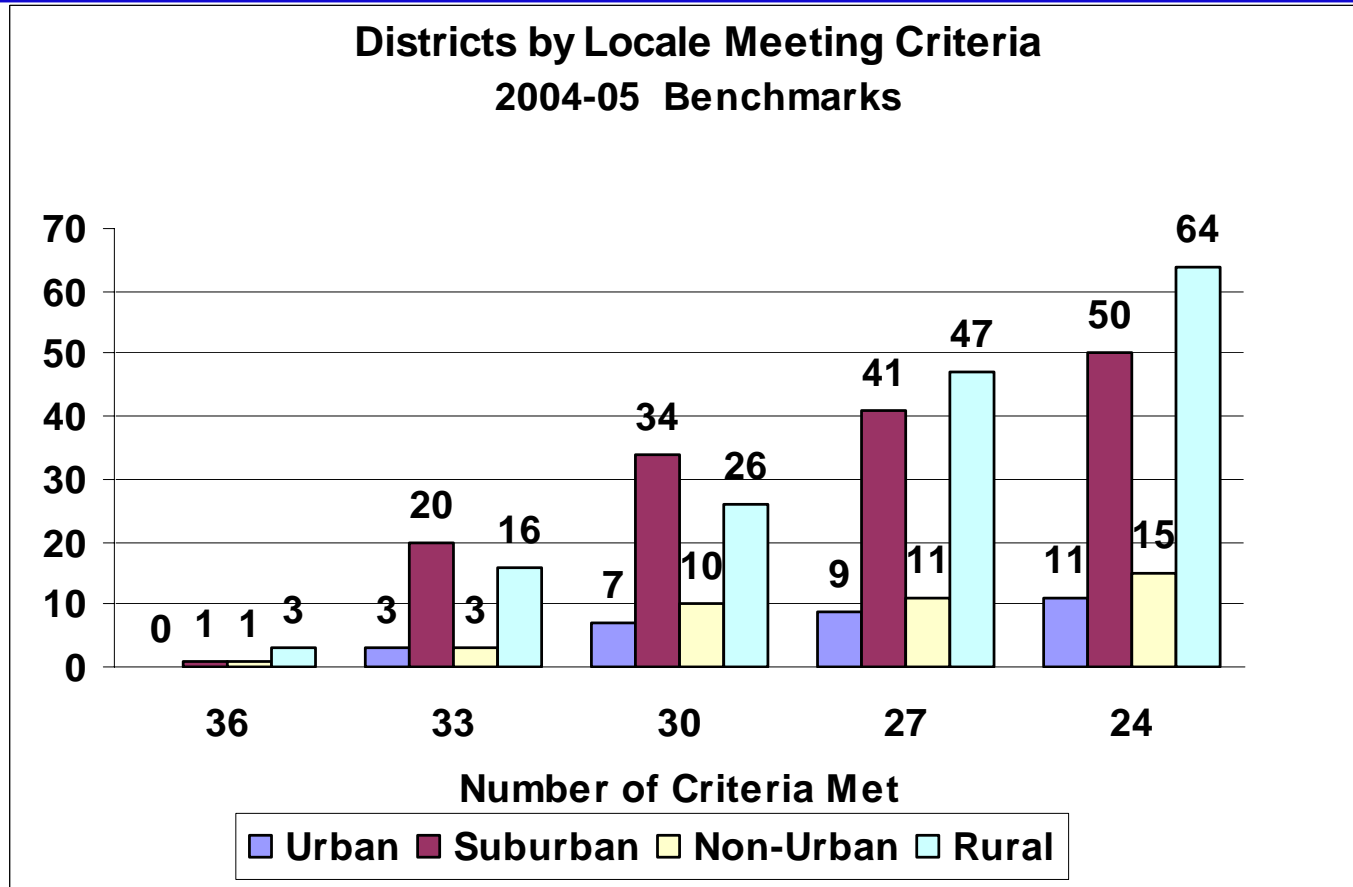
## Number of Districts



# Performance on 2004-05 Benchmarks Districts by Poverty Quartiles



# Performance on 2004-05 Benchmarks Districts by Locale



# Conclusions

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- **Washington's school districts face significant challenges in meeting current and future performance standards**

## 2004-05 Criteria

- Only 5 districts met all 36 2004-05 criteria
- Only a quarter met more than 30 out of 36 criteria
- Just over half met 25 or more criteria

## 2007-08 Criteria

- Only 1 district met all 36 2007-08 criteria
- Fewer than 10% of districts met 25 or more of the 2007-08 criteria

# Conclusions

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- **Higher performing districts tend to have lower poverty and be suburban or more homogeneously rural**

## **2004-05 Criteria**

- No urban districts or districts from the top 2 poverty quartiles met all 36 criteria for 2004-05
- Only 1 of these districts met at least 30 criteria
- Only 6 districts from the top 2 poverty quartiles met at least 24 criteria for 2004-05

## **2007-08 Criteria**

- Only 2 districts from the top 2 poverty quartiles met at least 27 criteria for 2007-08
- Only 2 urban districts met at least 24 of the 2007-08 criteria

# Conclusions

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- **District expenditures are generally equal**
- **Depending on number of criteria met or benchmarks used, average per pupil expenditures were:**
  - **Regular instruction expenditures per pupil - \$5,600 (Seven percent variation up or down)**
  - **Categorical programs - \$1,100 to \$1,300**
  - **Total State and Local - \$6,700 to \$7,100**
  - **Federal programs - \$225 to \$390**
  - **Total all funds - \$7,000 to \$7,300**

# Conclusions

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- **Highest performing districts tended to spend slightly more per pupil**
  - Expenditures for regular instruction tended to be higher
  - Categorical spending tended to be lower
  - Property tax revenues were slightly higher than the average of \$1,481 per student – about \$200-\$300/pupil
  - Federal program spending was slightly lower

# Conclusions

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- **Higher poverty districts spent more per pupil than lower poverty districts regardless of performance level**
- **Urban and rural districts also spent more per pupil than suburban districts**



### 3. Link between successful district and evidence-based approaches

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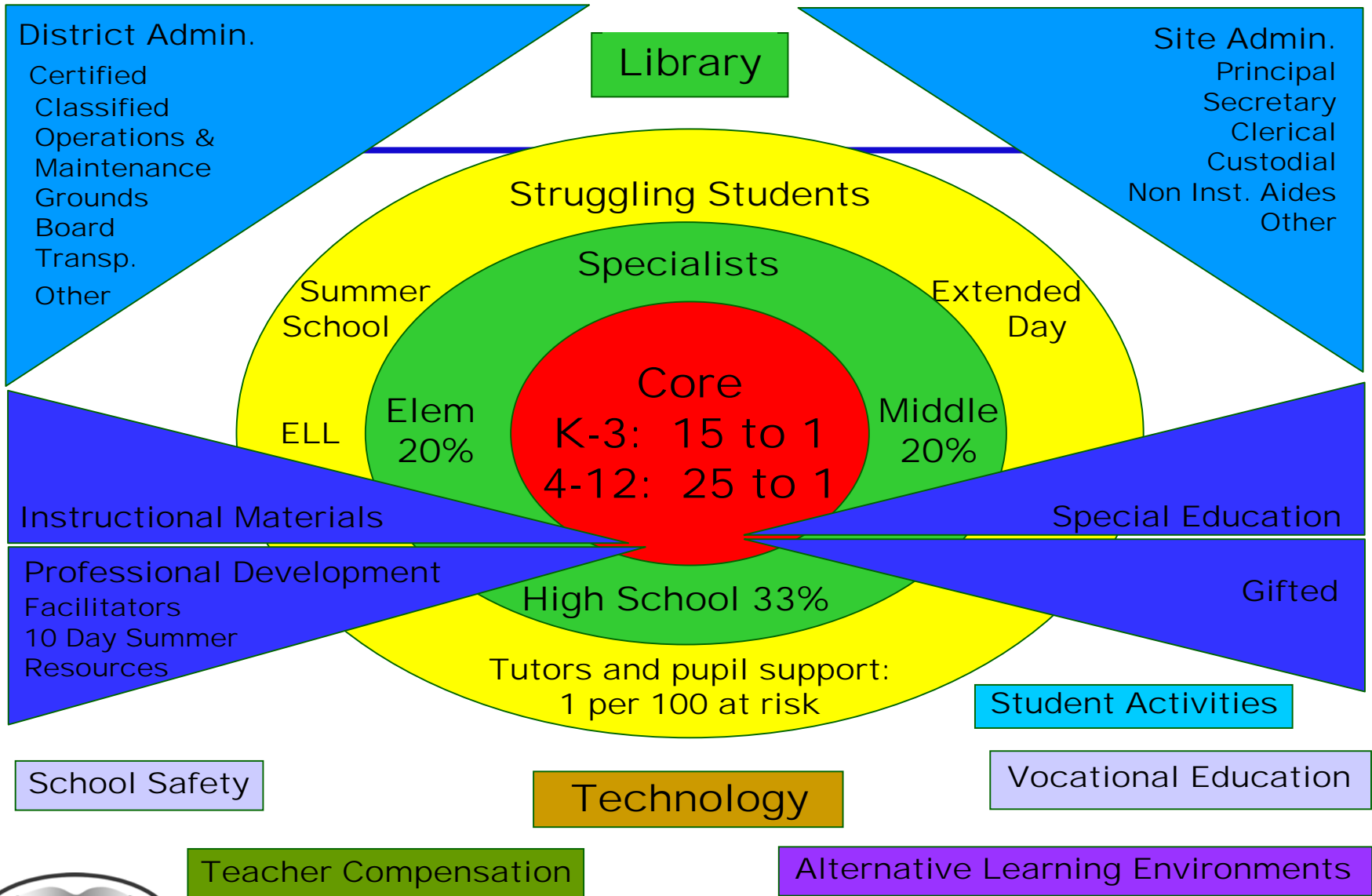
- **Successful district approach provides an expenditure figure but no information on how dollars are used or should be used**
- **Field studies to get more information**
  - **Successful districts**
  - **Schools in turnaround districts**
  - **Turnaround schools**
- **Goal is to identify resource use in places meeting benchmarks or are improving performance**
- **We plan to compare the findings with the recommendations of evidence-based approach, which focuses on how dollars should be used**

## 4. Evidence-Based Approach

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- **Builds a restructured school from the bottom up**
- **Includes all elements of a school**
- **Each element is based on evidence of impact on student learning gains**
- **In other states where we have worked, if schools implemented all the recommendations they would have had to substantially restructure and reallocate most extant resources**

# The Evidence Based Model



# How to Contact Us

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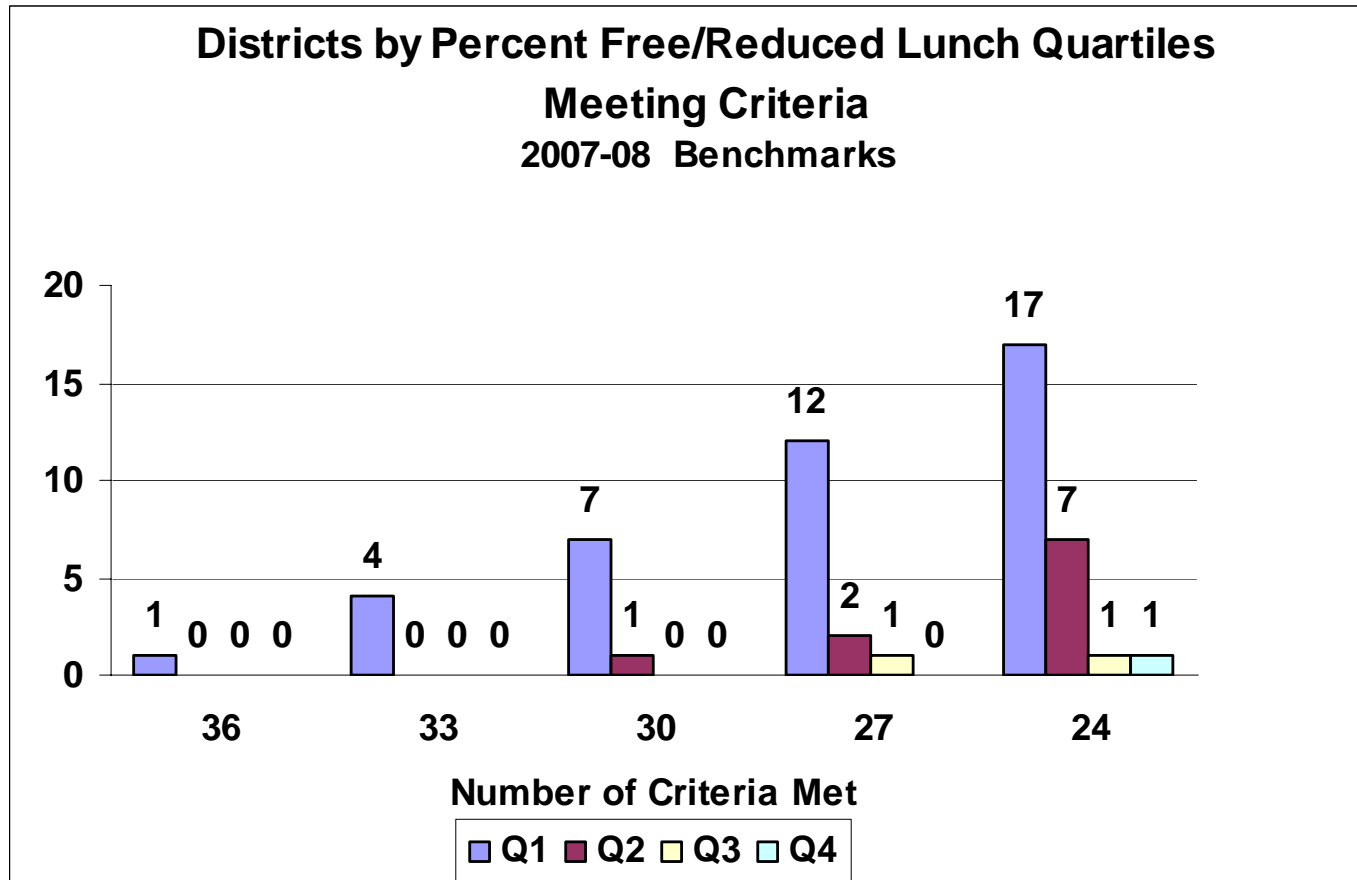


# Appendix

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- **Performance on 2007-08 Benchmarks  
Districts by Poverty Quartiles**
- **Performance on 2007-08 Benchmarks  
Districts by Locale**

# Performance on 2007-08 Benchmarks Districts by Poverty Quartiles



# Performance on 2007-08 Benchmarks Districts by Locale

